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“ With regard to Industries, I submit that it may be taken up a little later, say, in the end. Of course, there will be encroachment by one hour on other Demands, but this can be made good by cutting one hour in respect of the Demand for Administration of Justice, which will be discussed for three hours. That can be reduced to two hours.”

MR. SPEAKER :—“ Industries can be postponed to a later date.”

SRI M. KALYANASUNDARAM :—“ That can be done without inconvenience. I think it comes up tomorrow and will occupy four hours. It can be postponed.”

MR. SPEAKER :—“ Since the order of business has already been accepted, let the Hon. the Leader of the House make a formal motion.”

THE HON. SRI C. SUBRAMANIAM :—“ Sir, I move—

‘ That the order of business be changed so as to provide for Industries and Cinchona being taken up later, the whole of today being taken for Co-operation and the whole of tomorrow for Labour including Factories.’ ”

MR. SPEAKER :—“ The question is—

‘ That the order of business be changed so as to provide for Industries and Cinchona being taken up later, the whole of today being taken for Co-operation and the whole of tomorrow for Labour including Factories.’ ”

The motion was put and carried.

VI.—PRESENTATION OF PETITION TO THE ASSEMBLY.

SRI T. C. NARAYANAN NAMBIAR :—“ Sir, 251 teachers of the Kozhikode town aided elementary schools have sent in a petition to this House. They say that the cost of living on the West Coast is the highest in the Kozhikode Municipality and that while all other teachers—district board, Government and municipal teachers—draw house-rent allowance, aided elementary schools are not granted any such allowance. They request that the Government will favourably consider their demand in this respect since they get every other thing only from the Government. I request permission to present the petition to the House on their behalf.”

MR. SPEAKER :—“ The hon. Member may give it to the Secretary.”

(The petition was then handed over to the Secretary.)

VII.—VOTING ON DEMANDS FOR GRANTS FOR THE YEAR 1955-56.—*cont.*

(1) DEMAND XV—EDUCATION—*cont.*

* THE HON. SRI C. SUBRAMANIAM :—“ Mr. Speaker, Sir, I am slightly at a disadvantage in replying to the debate. In the

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first place, I was not present in the House when hon. Members made their suggestions and secondly my health is not still good enough to enable me to do full justice to this very important subject. I feel, however, that hon. Members have made very good points and touched upon various important aspects of this Demand. That is what I learn from the reports available of the speeches made in the House. It has been very well realized by this House that Education is a very important subject. It is proper, therefore, that it should occupy a place of pride in point of the provision made for this subject. Under revenue expenditure, Education has got the largest sum of money allotted to it. Even taking into account the capital expenditure, apart from the Demand relating to Electricity, it has the highest provision. It is not only with reference to the provision made that the subject becomes important. The problem by itself is a very important one. When we want to rebuild India and undertake very many developmental activities to this end, it is necessary to have a sound educational system. Whatever may be the National Plan, whatever may be the schemes we want to execute, ultimately everything depends upon the quality of the people of the country, their knowledge and their ability to execute the schemes. So, ultimately everything depends upon the educational system that prevails in the country. We are going to build a new and prosperous India and that is why, I believe, the House also has attached so much importance to the subject of education.

“ Sir, today, education is completely a State-controlled subject. It was not so in the ancient days. It was then left completely to private enterprise. What to teach, how to teach, whom to teach and who should teach—all these were left to private individuals to decide and judge. But today, it is not so. If any institution is to be started, it must get State recognition and without State recognition, education is of no importance. The Government have laid down that certain standards have to be observed by the various institutions. The content of education, so to say, is decided by the State and it is becoming more and more broad-based. We have laid down in our Constitution that every child should have compulsory and free education up to the age of 14. Therefore, it is necessary to take a very correct decision in this matter, and we cannot afford to take any risks. In other matters, we could take a wrong decision and set matters right later on. But if we take a wrong decision in the matter of education, the children that undergo training in a defective manner are affected once and for all, without any hope of remedy whatsoever. That is why we have to be careful in taking decisions with regard to educational matters. If there are defects in the existing system of education which require immediate remedy, we cannot afford to say ‘let us wait and see; let us not hurry through things’. We cannot afford to take a leisurely attitude. This is an urgent problem and at the same time, we must take a quick and correct decision. Next, Sir, we must also bear in mind that this is not a question to be decided by merely counting numbers. Majority decisions have of course to be honoured, but in certain fundamental cases, it is not merely a majority decision that

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counts, but it has also got to be a fundamentally correct decision. Therefore, while taking such decisions, we have got to be assisted by persons who are competent to advise us in such matters. It is no use saying that we are a sovereign body here and that, therefore, we are entitled to take any decision in the matter which is within our jurisdiction or province to decide. This is such a vitally important matter in the building up of the nation affecting the lives of millions of our children that it is necessary that we should be properly advised by persons who are competent to advise us. That is why not only the Central Government but the State Government also have thought it fit to appoint various Commissions consisting of experts in the line for the purpose of advising the Government in regard to their educational policy. Therefore, this Assembly, I hope, will take into consideration all the various aspects of education if we are to take a decision with regard to the scheme of education that we should adopt for meeting the needs of the nation. In that connexion even though there have been differences of opinion with regard to the scheme of elementary education introduced during the time of Rajaji, I am glad to find that there has been almost a unanimity of opinion with regard to basic education. Of course there may be a few who opposed it. I shall come to them later. I am glad to find from the reports that almost all welcomed the steps that are being taken by Government in regard to introduction of basic education at the primary stage. In my view basic education alone can solve many of our national problems and that is why Government have adopted it as a policy not only now but long ago. Recently the Avadi Session of the Congress also passed a resolution stating that the aim of the various State Governments should be to introduce basic education and to complete that process of introducing basic education within a specified time and therefore it is necessary for us to realize the importance of basic education and also to realize that it is the only correct solution which would be acceptable to the people as a whole. The opposition to the basic education was put forward by the hon. Member Sri T. C. Narayanan Nambiar, as representing the Communist Party. I can very well understand the opposition of the Communist Party to this basic education. It is opposed in my view on the basis of ideology. What is the aim of education after all? Is it merely for the purpose of making man a better means of production? Is that the only aim? If it is so, then certain methods could be adopted for making our children regular machines for the purpose of more efficient production. But that is not the aim of education. The aim of education should be to develop every individual to his full manhood, if I may use that word. If that be so, education should be imparted not merely for the purpose of productive activity alone but for the purpose of making our children real men in the real sense of that word. And it is only from this aspect that the Father of the Nation approached this education problem and evolved his scheme of basic education. Now when we realize this fundamental ideology in the basic education ultimately it resolves itself into this, viz., that even the acquisition of knowledge cannot be effectively done merely by book learning. Every child will have to learn by his or her own

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experience. That acquisition of knowledge alone will be efficient and effective. Therefore it is necessary in all institutions where the children are taught at a tender age, they should be made to go through these experiences, and learn through their own experience and this experience can come only through activity. Therefore we come to the point that through activity we have to acquire knowledge. Gandhiji went a step further. If learning is to be done through activity, what sort of activity should it be? Especially in a country, a poverty-stricken country, should it not be *useful* activity? Gandhiji approached the question of education from this point of view. What is wrong if it is to be useful and productive activity? Ultimately he came to the conclusion that by useful and productive activity alone, by learning through one's own experience, could true knowledge be gained. He correlated the work of useful and productive activity and acquisition of knowledge. That is the very fundamental principle of basic education. The fundamental object of acquiring knowledge through useful and productive activity is an aspect about which nobody can have any difference of opinion. With regard to the secondary aspect, viz., as to what should be the course of productive activity and what sort of productive activity should be taught, in my view it should be done according to the circumstances prevailing in different parts of the country. Therefore if that fundamental aspect is correctly understood, we need not lay undue stress on the secondary aspect (as to what craft should be taught in the schools). It is not merely with acquisition of knowledge and the development of the mind of the child, we are concerned; we are concerned with the development of the body of the child also. It has got to be properly developed. All the organs of the body should be properly trained so that they may function properly in future life also. That is very important because it has been very well recognized that unless all the organs of the body are properly used and properly utilized, certain organs become useless to a certain extent by non-use. When certain organs become numbed due to non-use, to that extent other functions of the body are affected. For the harmonious development of the child as a whole, it is therefore necessary that all organs of the body should be properly utilized. Therefore it is necessary in choosing a craft, it should be borne in mind the child should, for the purpose of acquiring knowledge, be trained in the use of all the organs of the body. It is only from that aspect we have to choose the craft and not merely for the purpose of production alone. Having that in mind, the use of specialized machinery, I am afraid, will not conduce to the better use of all the organs of the body. That kind of work wherein the entire muscles of the body are to be used, and applied, for the purpose of learning the craft and that kind of work alone will give full scope for the development of the body. Therefore in choosing the craft, not merely the productive aspect has to be borne in mind but this aspect of utilizing the entire functions of the body for that purpose has got to be borne in mind. Therefore in the very nature of things, we cannot use specialized machinery for the purpose of imparting basic education. If only we see how these specialized

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machinery are used, we could see that they are meant for some specialized activity, viz., by pushing a button, or by pressing a lever, etc. That is the only work which has to be done in the use of specialized machinery. What I want to point out is that if we use specialized machinery, *only one* kind of specialized activity is possible and there is not scope for the child to use *all* the organs of the body, all his muscles, in doing the craft. If we want to develop the child into full manhood, as I have already stated, we should see to it that, that craft is chosen which would give free scope for the child to use all organs of the body so that not only will he develop his mind but his physique also, thus making him capable of rising to his full manhood. In choosing the craft, we have to carefully choose it so that at one stage or other during the course of learning the craft, the entire functions of the body are given full play. Therefore when we have to choose a craft for the purpose of education, we have to bear this in mind. Therefore the opposition of the Communist Party, in my view, is because this fundamental aspect of basic education which I have explained now, has not been *fully* appreciated by them. I am not laying the charge that they have not appreciated it but I will only say that they have not fully appreciated the fundamental aspect of basic education. If only they analyse and understand fully this fundamental aspect of basic education, I am sure they will agree that for the purpose of choosing a craft, we cannot employ machinery of an advanced type for the purpose of imparting education as such. For the purpose of imparting basic education to children of tender age, we cannot therefore employ advanced machinery. After a detailed and careful examination of this subject, Gandhiji came to the conclusion that 'spinning' would be a craft wherein there would be scope for utilizing all the functions of the body to a certain extent. Even there, there are limitations. But he said through spinning, we could take the child through all activities involving the entire body as a whole. That is why he wanted to introduce spinning and no doubt in the present system, spinning forms the main craft through which knowledge is sought to be taught to the children. But in my view basic education is not a static thing. It is not as if we stand wedded to a particular craft alone. In my own view, adopting spinning on a universal scale in all the schools will create problems which we will not be able to solve. I shall try to illustrate that with reference to the difficulties which even the few basic schools which we have are facing to-day. If we adopt spinning as the craft through which we have to teach our children, then the products of these various schools, that is, the cloth manufactured out of the yarn spun and woven there, should find a market and should be used properly. Even when we have converted only 5 per cent of our schools into basic schools and when we have introduced spinning therein, those schools are finding it difficult to dispose of the cloth which they have been able to produce there. But if we introduce basic education as a universal type of education and if all the 80 lakhs of children are put to school and made to spin and weave, then we can imagine the quantity of cloth that may be produced by them. When we want this craft, this activity, to be

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a productive and useful one, then, will it be possible for us to absorb the entire cloth produced by the 80 lakhs of children in the schools? That is a problem which we have to think about. In my own view, it will be a big problem and that itself will make basic education a failure. Therefore, I am definitely of the opinion that we should not centre our basic education round spinning alone. We have to take up an activity which will not compete with the productive activity of the community as a whole. If we ask the 80 lakhs of children to spin and weave and if for that purpose we ban the spinning and weaving mills, in the national interest, then to that extent thousands of millions of men engaged in the mills—spinning and weaving mills—and in the handloom industry will be thrown out of employment. That will create a national problem by itself. Therefore, while adopting basic education as the system of education which has to be adopted throughout the State and throughout the country, in regard to the craft to be selected, we have to be very cautious in adopting spinning alone as the craft. That is why I have been laying some emphasis that there should be a shift with reference to this activity and unless we make that shift, it will not be possible to make basic education a success throughout the State. That is why we have to find out a productive activity which will not compete with the activity of the community outside the school and which will be useful to the community also. The only activity which I am able to think of which while being useful to the community will not, at the same time compete with the activity of the community is agriculture in which field there is vast scope for improvement and for increasing production. After all, in spite of our claims that we have solved the food problem, we have solved it only to the extent that we have now sufficient foodgrains to meet the needs of the people. Can we say that we have reached a standard where we can meet the dietetic requirements of the nation as a whole? We cannot. We have to make progress to a very great extent if we want to solve the problem. Therefore, agriculture is an activity which can be adopted with great benefit and efficiency for the purpose of imparting knowledge to our children. That is why I am firmly of the view that if we want to spread basic education throughout the State and if we want to convert all our schools into basic schools, it is necessary to adopt agriculture as the basic craft through which knowledge should be imparted to our children. It is possible to adopt the various activities in the agricultural sector to suit various requirements and it will also utilize the various functions of the body much better than spinning. That is why I am laying greater and greater emphasis that agriculture should be adopted as the basic craft in spreading basic education throughout the State."

SRI M. KALYANASUNDARAM :—" I hope the Hon. the Minister for Finance will not mind my interrupting him. I am glad that he has taken the criticism with an open mind and is trying to convince us. The Communist Party also is approaching the problem with an open mind. We are not led by any preconceived prejudices. We are equally anxious that man must be

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enabled to reach his full stature through education. But what we say is that full details are not available to us with regard to the working of the system of basic education. We are only anxious that even from young age the children must have a scientific bias. We are not opposed to the introduction of productive activity in the schools. We are also not opposed to any craft being chosen. But what we are anxious about is that this should not be done in such a way as to curb the scientific bias of the children."

* THE HON. SRI C. SUBRAMANIAM :—" If the hon. Member goes through the literature available, he will be convinced that it is not an unscientific attitude that the system of basic education is taking with reference to education. On the other hand, it takes the most scientific attitude. Therefore, there is no question of taking an unscientific attitude and teaching our children some primitive method of production. There is no such thing involved in it. I cannot say that I am an expert in basic education but I have some knowledge of basic education. From that knowledge, I am inclined to say that it is one of the best methods of imparting knowledge to the children. Even with reference to craft, spinning is a craft through which knowledge could be imparted. But there is the other problem to which I referred, namely, the problem of disposing of the products involved in it. That was why I said that we should shift to agriculture as the basic activity through which knowledge should be imparted. In agriculture we can utilize the various advanced methods of cultivation. We can utilize certain simple machinery for that purpose. If that be so, I feel that if we want to spread basic education throughout the State, it is necessary to have a farm attached to each school. It is very important and, therefore, our first task should be to see that each elementary school situated particularly in the villages should have a farm attached to it. It should be a good farm so that the various advanced methods of cultivation could be experimented in such a farm. Therefore, it is the intention of the Government to utilize the Bhoodan Movement for the purpose of getting for the school land for being used as a school-farm. For that purpose, it is the intention of the Government to launch a movement at a very early date, if possible, on the next Tamil New Year's Day, that is, the 14th April 1955."

SRI S. SWAYAMPRAKASAM :—" In a way the Committee which has been appointed to suggest the best method of primary education is going on with its deliberations. One of the terms of reference to the Committee, I think, relates to basic education. Before the Committee submits its Report and before we thoroughly examine it, is it proper for us now to examine the entire problem of basic education in a fashion in which we are doing now? "

* THE HON. SRI C. SUBRAMANIAM :—" I am expressing my own opinion about basic education. I have already said that I have an open mind in the matter. It is not a question of my conviction or the conviction of the majority of the Members of

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this House. It is a question of taking the correct decision in this matter. I am sure that even the expression of my opinion here will be helpful to the committee in arriving at a proper decision. Only from that angle, I am stating the points of view which I hold. The committee is not bound by what I express here. It is necessary even for the committee to know what my opinion in this matter is. But apart from the system of education or educational policy which we may adopt with reference to primary education, it is necessary and desirable to have a farm attached to each school. It may not only be a form of activity but it may, perhaps, increase the resources available to the school, the school children and the teacher. From that point of view, it is necessary to take clearly steps to get a farm attached to each school. If it is a question of acquisition by paying the market value of the land, it will be an enormous sum. But this is a matter affecting the entire community and the community should come forward to donate lands for this purpose. Therefore, as I have already stated, it is the intention of the Government to launch a movement for getting farms, good farms, for the various elementary schools situated in our State. (Interruption.) Of course, in Cities agriculture cannot be adopted as the craft. It may not be possible to take the children especially in Madras 7 or 8 miles away. Therefore, in such places we may have to adopt spinning or some other craft for the purpose of imparting knowledge to the children.

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“But as far as village schools are concerned, it is necessary to have these farms attached to the school. Therefore I propose to initiate this movement by my own contribution of a village farm to a school situated in my own native village in the Coimbatore district and I am hoping that the Hon. the Chief Minister will inaugurate this movement on the Tamil New Year's Day in April. I am not saying this for the purpose of self-glorification but I want to set an example.”

SRI S. SWAYAMPRAKASAM :—“What is the name of the village?”

* THE HON. SRI C. SUBRAMANIAM :—“It is not important enough to be mentioned here. It is a small out-of-the-way village in Coimbatore district to which I go now and then.

“Sir, with regard to elementary education, suggestions have been made that it should be nationalized and that there is no use of allowing it to be exploited by private enterprise for commercial purposes. I do not know that in certain cases the schools are being run as a business. I do agree that it is a very harmful thing. This is a question on which I have an open mind and, I am sure, various difficulties involved in nationalizing elementary education also will be borne in mind. I am hoping that the Committee will go into the entire aspect of the matter and make useful recommendations. If they should recommend that nationalization is necessary in the interests of the community as a whole, the Government would not hesitate to take such a step even though it may involve very heavy financial obligations. Before we take

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a final decision, this House will have a say in the matter. But we will have to be very careful before we take a decision. Apart from the nationalization and the agency which runs a school, I am definitely of opinion that the schools will not be effectively and efficiently run unless the parents of pupils and the people of the locality take an active interest in the administration of schools. Nowadays the community as such has absolutely no say in the matter of running the school. Therefore, the teacher or the management can run it in any way they like. A teacher may attend or may not attend a school. The people of the locality cannot say anything about it. Therefore, if we want to make schools efficient centres of learning, it is necessary to associate the people of the locality in the administration of the school. That is what I feel about this matter and, I am sure this aspect of the question also will be considered by the Committee. On all these matters we will have to take a very early decision.

“ Then various hon. Members referred to the status of elementary school teachers. It is a very important thing and to which I have been attaching very considerable importance. But unfortunately the financial commitment involved in any small rise in the salary of an elementary school teacher is so stupendous that I, even as Finance Minister, am unable to take a decision in the matter. In spite of all that, we took a decision last year that we should give an increase of three rupees in salary to all elementary school teachers in aided institutions so that they may be on a par with the teachers in local board and other schools. I am sure that would have gone to a certain extent to meet the demands of the elementary school teachers. I have been considering this matter all along and this is also one of the matters which have been referred to the Committee on Elementary Education.

“ Sir, complaints are also being made that apart from the question of the increase in salary, should not something be done by way of having a compulsory insurance scheme or pensionary scheme for the purpose of improving the conditions of the elementary school teachers? In that connexion, I would like to make a brief statement with regard to the decision which the Government have taken in this regard.

“ The Government have been considering for some time the various suggestions made from time to time to better the lot of the teachers in aided elementary schools. It was suggested that the introduction of the compulsory insurance scheme would be of great help to them. Even now the teachers, both in aided and local body service, have the option to take insurance policies and pay the premium from the Provident Fund amount standing to their credit. But many do not seem to use this provision and insure their lives. Presumably it is due to the fact that if the insurance premia are paid out of their Provident Fund accumulations, they may be left very little balance from which they can draw advances for meeting inevitable personal commitments for which they may not have other sources to draw upon. It is also found that a compulsory insurance scheme may not give them

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much monetary advantage by extra accumulations at the time of their retirement. Besides, there is the risk of the policy lapsing if premium on it is not paid during the break in service of the teachers, and this break in service happens very often in the case of aided elementary school teachers. They are thrown out of employment for no fault of theirs and if there is a break in service and the insurance policy lapses, then they will be put to difficulties. However, the security against death will be a great advantage to the families of the unfortunate teachers who may die in harness. Hence, the Government are considering the possibility of a compulsory insurance scheme to be financed out of the Provident Fund accumulations without detriment to the availability of funds for temporary advance. Teachers within the age of 30 who would have put in five years of service may come within the purview of this consideration as the accumulations in the Teachers' Provident Fund by this time would help to pay the insurance premium in case the teachers are without employment for short spells of time. Though sufficient security of service is secured under the existing rules, still the breaks in service cannot be completely eliminated from consideration. But this would apply only to teachers who are within the age of 30 and who have already put in a service of five years. This scheme has been under the consideration of the Government and after proper scrutiny and examination, if it is found feasible and if it is found acceptable to teachers, this scheme of compulsory insurance for this age-group of teachers will be pushed through. But this will not help the teachers who pass the age of 30. So, this compulsory insurance by itself does not help the teachers very far, except that it is a protection for the family against untimely death of the teacher. Hence it was suggested that they may be given the benefit of pension instead of the present system of the Government contributing one-third of the total accumulations in the account of the teacher in an aided elementary school. On closer examination it is found that such pension in lieu of Government contribution will not really benefit such teachers in aided elementary schools as they will be in service up to the age of 60 as against their colleagues in other schools who retire at the age of 55 itself. In addition, if the teachers were to die prematurely, they will not even get the proportionate contribution that they would otherwise be entitled to under the existing rules.

“After careful consideration the Government have decided that teachers should be given, in addition to the existing scheme of provident fund, pension equal to one-fourth of their pay as per the present rules applicable to pensionable service under the Government and to make it operative with effect from 1st April 1955. The intention is to give the benefit of pension to all those who retire from 1st April 1955. The Government have also considered the extension of this benefit to teachers of similar grades employed in elementary and secondary schools under local bodies as well as in aided secondary schools. As elementary and secondary grade teachers employed in board and municipal elementary schools, secondary grade teachers and similar group of

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teachers like second-grade pandits, music teachers, drawing-masters, craft instructors and physical training instructors in secondary schools, whether under local body or aided management, are not better off economically and have not greater means than their colleagues in aided elementary schools, the Government have decided that the benefit of pension scheme, in addition to the existing provisions for provident fund scheme, should be extended to the latter category also. The Government would bear the entire extra cost of the pension scheme both in respect of the aided elementary and secondary schools and elementary and secondary schools of local boards. Therefore, the financial implications will be increasing as years pass on, but this is a liability and demand which the Government will have to undertake and the Government have decided to undertake it with effect from 1st April 1955. I am sure that hereafter the elementary school teachers will not think that they have been completely neglected and when the recommendations of the Elementary Education Committee are made available, the Government will consider what further steps should be taken for the purpose of improving the status of the elementary school teachers.

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“ Apart from that, the suggestion which I have made, namely, that there should be a farm attached to every elementary school will go a long way to meet the needs not only of the poor students in the school but also those of the teachers to a certain extent. Only thus far the Government are able to go at present in view of the present difficult situation through which we are passing and I am sure that what little has been done will be appreciated. That is my hope.

“ With regard to secondary education, hon. Members are aware that the recommendations of the Secondary Education Commission are being scrutinized by an Expert Committee with Dr. A. Lakshmanaswami Mudaliar as the Chairman and ways and means for implementing the various recommendations of the Commission will be suggested by that Committee. But, so far as our State is concerned, even before the Secondary Education Commission was constituted and made its report, we have made a good deal of progress towards giving a technical bias in our secondary schools. As a matter of fact, there are already various technical courses in 128 schools in our State, whereas the other States are only making a beginning just now. When we reorganized secondary education in 1948, we introduced the technical bias and it is now in operation. Out of 980 secondary schools in our State, 128 schools have introduced technical courses such as agriculture, Secretarial training, shorthand and typewriting and various other courses. I am sure that when we further implement the recommendations of the Secondary Education Commission we will be taking a step further towards the implementation of technical bias in the various secondary schools. But, apart from that, there has got to be a certain amount of co-ordination between primary education and secondary education to which one hon. Member referred, while putting a supplementary question on that subject.

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I do agree that it is no use taking piecemeal decisions on policies with regard to primary education, secondary education and university education and later on finding that one is conflicting with the other. Therefore, we have to take decision in respect of the entire aspect of education—primary, secondary and university—so that there may be a co-ordinated scheme and so in taking decisions on the recommendations of the Secondary Education Commission, we have to take into account what part primary education should play and what part secondary education should play.

“As far as primary education is concerned, there are three systems which now prevail. One is the ordinary higher elementary school system which goes up to the VIII Standard. If the candidate is qualified in English, he can join the IV Form. If he is not qualified in English, he has to join the III Form. We have also got the Junior Basic schools and Senior Basic schools. In addition to that, we have got I, II and III Forms in the high schools, which are called the middle-school stage. Therefore, within the same age group, we have got three different systems, one almost conflicting with the other to a certain extent. Therefore, we will have to take a decision whether we could not have within the age group of 7 and 14—when education is going to be compulsory and free—a uniform system. There should not be a regimented system but we will have to agree about the pattern and within that pattern we should give sufficient variety and that should be our aim. Now, what place should we give to middle-school education? With regard to the age group between 7 and 14, we will have to take a decision whether we could not have an integrated course for junior and senior basic schools if we are to decide upon basic education, whether the higher elementary school stage and the elementary school stage should not be uniform and whether there should be a three-year course or four-year course of secondary education. All these aspects will have to be considered before we take a final decision.

“Then, there are certain special institutions run by various bodies and individuals. Even though we may have a uniform pattern in institutions run by the Government, we should give sufficient freedom to the special institutions to make experiments in the field of education and unless those experiments are made in the special institutions, education as such cannot improve and therefore we should encourage special institutions, of course, within certain specified limitations put upon them. We cannot altogether avoid private enterprise. Therefore if we nationalise the entire elementary education, we will have to give scope to certain special institutions where special methods should be tried and the result of those experiments and research should be made available to the community as a whole.

“Again, the period of secondary education is a controversial matter and the question is whether it should be increased from 11 to 12 years in our State. I am sure that this aspect also will receive due consideration at the hands of the various committees

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that have been set up and ultimately when we take a decision, we will take a decision whereby the quality and content of secondary education will improve.

“ As regards university education, it is linked up with secondary education and the question for consideration is whether there should be a pre-university course attached to secondary schools or whether there should be an independent course attached to the colleges. These are very intricate problems and I was glad to note that there was a Conference of the Vice Chancellors of the Southern Region which discussed these problems, but from the paper reports I could not get much useful information so far as the various decisions taken by them are concerned. When we go through the detailed report, I am sure all these problems would have been satisfactorily solved.

“ The other controversial problem is the problem of the medium of instruction in the University. When I learnt that the learned Vice-Chancellors were meeting in conference, I was hoping that they would tackle this vexed problem and give a lead in the matter. This is a problem which cannot be avoided, but I am afraid that just like the politicians who try to avoid controversial questions and try to put them off, so also the Vice-Chancellors have tried to avoid it. They have stated that if English were to be the medium of instruction in the universities, then sufficient emphasis should be laid upon the study of English in the pre-university stage and secondary school stage. That is a thing about which nobody can dispute, because if we decide that the medium of instruction should be English in the universities, then certainly sufficient preparation should have already been made so that the students may be able to take instruction in the English language. There can be no possible dispute about that and re-statement of that policy is also unnecessary in my view. But on this very important and vexed question whether either English or the regional language should be the medium of instruction, they have not said anything. It may be due to two reasons. Perhaps there was no unanimity among the various Vice-Chancellors on this question and therefore they did not want to express any opinion when there was difference of opinion amongst themselves or perhaps they thought that their opinion would be unpopular and therefore it was they that wanted to avoid the issue. I do not know what was the reason. Still, Sir, the problem cannot be solved by avoiding it. After all, even with regard to an unpopular thing it should be possible of statement and it should be possible of expression by learned men who are in charge of Universities as Vice-Chancellors. If politicians are making a mistake in emphasising the regional language being the medium of instruction in Universities, it is the duty of the Vice-Chancellors as learned men in charge of the affairs of Universities to state it categorically that it is a wrong step to even suggest that regional language should be adopted as the medium of instruction. They should have the courage to say so. But, to avoid saying that is not helping in the solution of the problem. Therefore, I am hoping that, if this Conference of

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Vice-Chancellors has not taken a decision in this matter, there will be very soon a Conference of all the Vice-Chancellors and they will give a correct lead to the country. They cannot avoid this problem by thinking that they will become unpopular if they say that in the interests of the Nation English should be continued as the medium of instruction and they are bound to state it without caring for popularity or unpopularity. From what I have been able to find out from a reading of the newspapers, I think this problem has been completely avoided and they have refused to face the issue squarely, boldly and courageously—to put it mildly. But this is a problem which affects not only the question of medium of instruction in the Universities but also the question of medium of instruction in the secondary schools. We cannot have one medium of instruction in the Secondary Schools and another medium of instruction in the Universities. That is the great difficulty which our boys and girls are asked to face to-day. After having learnt the various subjects in the regional languages, they are asked to switch on to the English medium as soon as they go to the Colleges. That is the difficulty which is facing our young boys and girls. Therefore, this problem will have to be solved as early as possible if we want to remove these difficulties which are felt as a great burden by our student population. By merely refusing to face the issue, this problem cannot be solved. The Vice-Chancellors, the various managements of the educational institutions, the public and this Assembly are vitally interested in this problem. An early solution to this problem is inevitable and we cannot afford to shut our eyes and say, 'Let the *status quo* continue and let the change come after our generation or after we lay down our office as Vice-Chancellors or I lay down my office as Minister in charge of Education.' That attitude, we cannot take. I am sure this problem will be taken in earnest and in all sincerity and an early solution found for this problem.

"Then, Sir, with regard to the place of physical education in the scheme of things, I wish to state that physical education will have to find a very important place and I want to make a beginning in the City by having a nucleus of instructors of the various indigenous system of physical exercises. With the Kalari system prevailing in Malabar, another indigenous system of physical education which has been developed at Bantwal—I was very greatly impressed by it when I saw it—the yoga asanas, etc., it should be possible for us to give physical education to our children. I have asked the department to draw up a plan for immediate adoption in the City so that we may make a beginning in the City and later on we may extend it to various other centres.

"Reference was also made by one Member to Barathiar's works. Honourable Members are aware that Barathiar's works were held as private property and nobody could use them for any purpose without the permission of those individual owners. Therefore, in order to make them public property, the Government purchased the entire right of publishing Barathiar's works. The intention of the Government then was to publish an authoritative

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version of the works of Barathi and then release them to the public so that they might be utilized to the best advantage possible. In spite of very many efforts made by the committee constituted for this purpose, it has been so far possible only to publish the poems composed by Barathiar. As far as the prose works are concerned, they have not yet been touched at all. As far as the poems are concerned, the Government have taken a decision to release the entire right to the public. The only restriction with regard to the use of these poems is that in publishing them and in using them in various other ways the public should stick to the authorized version and should not make a variation. Subject to that condition, the Government are proposing to issue a Government Order immediately releasing the entire right to the public so much so Barathiar's poetical works imprisoned in the hands of private individuals and subsequently imprisoned within the four walls of the Secretariat will hereafter be completely released and will have complete freedom and, I am sure, the public will take advantage of this. Hereafter the cry that Barathiar's works are not available in any of the book shops will not be made. I am sure the spirit of Barathi will pervade the entire Tamilnad and will be infused into our children—our young boys and girls—and that they will live up to the ideals put forward by Poet Barathi.

“I have nothing more to add. I am really grateful to the various hon. Members who took part in the discussion. Even though I was not present here I may assure hon. Members that I have gone through their speeches carefully. If I have not touched many other points raised by them it is due to want of time and my inability to make a longer speech on this occasion. I am sure the co-operation of this House and the co-operation of the entire public will be with the Government in seeing that we decide upon a proper system of education and that we implement that scheme for the benefit of the community as a whole. I thank you, Sir, for giving me this opportunity to speak.”

* **SRI S. RAMALINGAM** :—“கனம் கல்வி மந்திரி அவர்களுடைய பிரசங்கத்தை, தமிழிலே அச்சடித்துக் கொடுத்தால் மிகவும் உபயோகமாக இருக்கும். ஏனென்றால் அங்கத்தினர்கள் ரொம்பப்பேருக்கு இங்கிலீஷ் தெரியாது. கனம் மந்திரி அவர்கள், ஆசிரியர்களுக்குப் பென்ஷன் கொடுப்பது, பாரதியாருடைய எழுத்துக்களை விடுதலை செய்வது போன்ற மிக முக்கியமான விஷயங்கள் சம்பந்தமாக பேசியிருக்கிறார். உடனடியாக அவருடைய பிரசங்கத்தை தமிழில் translate செய்து அங்கத்தினர்களுக்குக் கொடுத்தால் நன்றாக இருக்கும்.”

* **SRI N. RATHINA GOUNDER** :—“மதிப்பிற்குரிய கல்வி அமைச்சர் அவர்கள், கவி பாரதியாருடைய செய்யுட்களை மக்களுக்கு தாராளமாக கொடுத்து உதவ சர்க்கார் உத்தேசித்திருப்பதாக சொன்னார். கவி பாரதியாருடைய சீடர்கள், பாரதிதாசன் போன்றவர்களுடைய செய்யுட்களும் அழகாக யிருப்பதுடன், மக்களுக்கு பிரயோஜனப்படும் அளவில் இருப்பதால், அவற்றையும் மக்களுக்கு தாராளமாக கொடுத்து உதவ வழி செய்வாரா என்று கனம் மந்திரி அவர்களை கேட்டுக்கொள்ளுகிறேன்.”

MR. SPEAKER :—“Hon. Member Sri S. Ramalingam wants that the speech of the Hon. the Minister for Finance should be translated into Tamil and circulated to Members.”

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* THE HON. SRI C. SUBRAMANIAM :—“ I shall try to have it circulated.”

DR. K. B. MENON :—“ As regards the cut motion moved by me . . . ”

* THE HON. SRI C. SUBRAMANIAM :—“ If a formal request on my part to withdraw the cut motion is to be made, I make that formal request.”

* DR. K. B. MENON :—“ I am not standing on formalities. I only wish to ask for a clarification. The Hon. the Minister for Education did not refer to the suggestion I made in connexion with adult education. I am not pressing for acceptance of my suggestions in that regard. I would only wish that they may be further studied by the department. I also further suggest that the spirit of Bharathiar when it spreads to Tamilnad will extend also to the schools in Malabar.”

* THE HON. SRI C. SUBRAMANIAM :—“ Certainly, I will have the points mentioned by the hon. Member with reference to adult education further examined and I may assure the hon. Member that a correct decision will be taken even with regard to that.”

* DR. K. B. MENON :—“ In view of the generous assurance given by the Hon. the Minister for Education, in view also of the further concessions given to the teachers by the Hon. Minister and in view also of the fact that a committee is sitting to revise and review the whole educational system, I withdraw the cut motion moved by me.”

11 a.m. * SRI P. JEEVANANDAM :— “கனம் சபாநாயகர் அவர்களே, கல்வி அமைச்சர் அவர்கள் பாரதியாருடைய நூல்களைப்பற்றி குறிப்பிடும் போது, பொது மக்கள் விருப்பம்போல் அவற்றை எப்படி வேண்டுமானாலும் வெளியிட்டு தமிழ் மக்களுக்குத் தரும்படியாக, விடுதலை செய்திருப்பதாக கூறினார்கள். அது வரவேற்கத்தக்கது. ஆனால் நூல்களை வெளியிடும் போது **authorized version**-ஐத்தான் வெளியிடவேண்டுமென்று குறிப்பிட்டிருக்கிறார்கள். இங்கே நான் ஒன்று சொல்ல விரும்புகிறேன். **Authorized version** என்றவரும்போது, பாரதியார் உணர்ச்சியோடு, தேசபக்தவீரோடு, தமிழ் மக்கள் எல்லோரும் ஒன்றுபட்டு ஒரேதரமாக வாழவேண்டுமென்ற உணர்ச்சிகொண்டு பாடிய பாட்டுக்களின் பலவரிகள் எற்கனவே செல்லறிக்க பட்டனவோ, அல்லது அரசாங்கத்தால் விழுங்கப்பட்டனவோ, தெரியவில்லை. எட்டையாபுரத்தில் பாரதி மண்டபத் திறப்புவிழாவின்போது பாரதியாரின் பாட்டின் “பார்ப்பானே அய்யர் என்ற காலமும் போச்சே” என்ற அடி மட்டும் எடுக்கப்பட்டிருந்தது. பாரதியாரின் மற்றவன் பாட்டு. கல்வி அமைச்சருக்கு நன்றாகத் தெரியும் என்று நம்புகிறேன் அதில் பல அடிகளில் **dash** என்றும் போடப்பட்டிருக்கிறது. இப்போது இன்னும் அதிகப்படியாக போடப்பட்டிருக்கும். எங்களைப் போன்றவர்கள் பள்ளியில் இருந்தகாலத்தில் பாரதியாருடைய செய்யுட்களை படித்திருக்கிறோம். பாரதியார்தான் வாழ்ந்த சுப்ரமணியசுவா அவருடைய தேச பக்தசமர்ஜ ஊழியர்கள் முதலானவர்கள் அன்றைக்கு பாடிய அடிகள் எல்லாம், இன்றைக்கும் பழைய தேச பக்தர்களுக்கு நன்றாக ஞாபகமிருக்கின்றன. அவைகளைல்லாம் விடப்பட்டு இருக்கின்றன. இன்னும் சில பாடல்கள் **Pondicherry**-ல் பாடப்பட்டது; உண்மையில் சமுதாயம் சமத்துவமாக மாறவேண்டும் என்று பாடிய பாடல்கள் இன்றைக்கு, **socialistic pattern of society**

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வற்படவேண்டுமென்று சொல்லப்படுகிற, அந்த சமுதாயத்திற்கு ரொம்ப அவசியமானது. இப்படிப்பட்ட பாடல்கள் எல்லாம் **authorized version**-ல் வரவில்லை என்பதை கவனத்திற்குக் கொண்டு வந்து, இந்த பாடல்களும் வெளிவரும்படியாக செய்யவேண்டுமென்று கேட்டுக்கொள்ளுகிறேன்.”

* **THE HON. SRI C. SUBRAMANIAM** :—“ பாரதியார் அவர்கள் கைப்பட எழுதியது, அதற்கு பின்னால் பத்திரிக்கைகளில் பிரசுரமானது, அதற்கு பிற்பாடு வேறு பல புத்தகங்களில் பிரசுரமானது, இவைகளைவைத்து அதிலிருந்துதான், **authorized version** என்று போட்டிருக்கிறோம். சர்க்கார் பிரசுரத்தில், கொடுக்கப்பட்டிருக்கும் குறிப்பைவிட, வேறுவிதமாக பத்திரிகைகளில் பிரசுரமானது இருந்தாலும், அதுவும் பின்னால் கொடுக்கப்பட்டிருக்கிறது இதில் எதை வேண்டுமானாலும் உபயோகப்படுத்தலாம். சர்க்கார் கொடுத்திருக்கும் **version**-ஐ தான் உபயோகப்படுத்த வேண்டுமென்றில்லை. சர்க்கார் பிரசுரத்தில் பின்னால் கொடுக்கப்பட்டிருக்கும் வேறுவிதமான வாசகங்களையும் உபயோகப்படுத்துவதில் எந்த தவறும் இல்லை. இதையெல்லாம் விட்டுவிட்டு, நமது கற்பனையைவைத்து மாருது ஒரு **version**-ஐ எழுதி, இதுதான் சுப்ரமணிய பாரதியாருடைய கவிதை என்று வரக்கூடாது என்பதுதான் சர்க்காரின் அபிப்பிராயம். சுப்ரமணிய பாரதியார் உண்மையாகவே எழுதியது எதையும் தடைசெய்யும் உத்தேசம் சர்க்காருக்குக் கிடையவே கிடையாது. அவருடைய பாட்டுக்களை அப்படியே மக்களிடம் வழங்கவேண்டுமென்பதுதான் சர்க்காரின் கருத்து.”

SRI T. C. NARAYANAN NAMBIAR :—“ On a point of personal explanation, Sir. In my speech day before yesterday on the ‘ Education Demand ’, I made it clear that as a Member of the Communist Party, I am not against the method of ‘ learning by doing ’. But our opposition was to this teaching of a particular craft and saying that all subjects could be taught through that craft alone. We want the harmonious development of body, mind and soul in the child, and not a particular part alone. We believe that the child is a living organism, a developing organism and it is not a static thing.”

The cut motion of Dr. K. B. Menon was, by leave of the House, withdrawn.

MR. SPEAKER :—“ The question is—

‘ That Government be granted a sum not exceeding Rs. 10,51,90,300 under Demand XV—Education. ’ ”

The motion was carried and the Grant was made.

(2) DEMAND XX—CO-OPERATION

* **THE HON. SRI A. B. SHETTY** :—“ Mr. Speaker, Sir, on the recommendation of the Governor, I move—

‘ That the Government be granted a sum not exceeding Rs. 56,76,100 under Demand XX—Co-operation. ’

“ This Demand together with the amount relating to loans and advances to co-operative societies and land mortgage banks which come under Demand XLII amounts to a total sum of Rs. 1,56,48,100. The Madras State occupies a pre-eminent place in the field of co-operation in our country owing to the diversity of functions performed by different types of co-operatives and the volume of work turned out by them. During the last co-operative